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ABSTRACT

The project described in this document was conducted in Virginia during the 1986-87 academic year to develop a model inservice program that would assist school personnel in providing vocational guidance for secondary school students with limited English proficiency. The project directors collected materials, searched the relevant professional literature, and consulted with experts in the field. The model inservice program was implemented with a group of secondary school counselors and teachers. After reviewing the evaluations provided by the participants in the program, the authors revised the model inservice program. The final product was an instructor's manual containing workshop activities, a classroom guidance unit, and an evaluation instrument. The guide, which makes up the majority of this report, covers the following topics: workshop formats, cross-cultural counseling, communications, assessment, workshop for parents, and 10 sessions of a career guidance unit (exploring interests, exploring work values, exploring career options, using career information resources, understanding work life in the United States, meeting career role models, finding employment, completing job applications, interviewing, and writing a resume). A financial aid handout and a workshop evaluation are included. The model inservice program is believed to have the potential of making a significant impact in the delivery of vocational guidance services for students with limited English proficiency if school personnel are trained to implement it. (KC)

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IN-SERVICE PROGRAM

FOR

COUNSELORS, TEACHERS, AND OTHER SCHOOL PERSONNEL WHO ARE RESPONSIBLE FOR CAREER COUNSELING AND CAREER EDUCATION SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

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Instructor's Manual

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Final Report

VOCATIONAL GUIDANCE FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Program Improvement Project
Conducted Under
Vocational Education Amendments of 1976
Public Law 94-482

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This project was conducted in accordance with a contract with the Virginia Department of Education, Division of Vocational Education. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Virginia Department of Education position or policy.

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ABSTRACT

VOCATIONAL GUIDANCE FOR STUDENTS
WITH LIMITED ENGLISH PROFICIENCY

This project was conducted during the 1986-1987 academic year.

The goal of the project was to develop a model in-service program that would assist school personnel in providing quality vocational guidance for secondary school students with limited English proficiency.

The project directors collected materials, researched the relevant professional literature, and consulted with experts in the field before writing the first draft of the model in-service program. The model in-service program was implemented with a group of secondary school counselors and teachers. After reviewing the evaluations provided by the participants in the program, the model in-service program was revised.

The final product was an instructor's manual containing workshop activities, an eleven-stage classroom guidance unit, and an evaluation instrument. This manual which does not require an instructor with a special backgound was offered to all school superintendents in the Commonwealth of Virginia.

The model in-service program has the potential of making a significant impact in the delivery of vocational guidance services for students with limited English proficiency. However, its contribution will only be realized if superintendents identify workshop leaders and provide the opportunity for school personnel to attend the proposed half or full-day workshops.

REPORT

Need for Project

Very few limited English proficient (LEP) students receive the vocational guidance they need in the secondary schools. There are bodies of knowledge in counseling the culturally different, assessing populations for whom standardized testing is not appropriate, overcoming language difficulties, assisting students with career decisions, and teaching LEP students in an effective manner.

Unfortunately, counselors, teachers, administrators, and staff members currently employed in secondary schools were not prepared to provide career development services for the large numbers of LEP students found in the schools today. As a result, secondary school personnel need to be trained to better serve LEP students in their career decision-making activities.

Goals

The goals of this project included:

(1) To develop a model in-service program that would assist school personnel in providing quality vocational guidance for secondary school students with limited English proficiency.

(2) To test this model by implementing it with practicing counselors and teachers.

(3) To revise the model based on feedback received from participants involved in the practice implementation.

(4) To distribute the model in-service program to all school superintendents in the Commonwealth of Virginia and to encourage implementation of the model.

(5) To make presentations on the model in-service program at professional conferences.

Project Design

The project directors, in consultation with an expert consultant, wrote the model in-service program after reviewing the relevant professional literature, inspecting appropriate commercial materials, and conferring with other experts in the fields of career counseling and bilingual instruction.

After the model was written, it was implemented with a group of practicing secondary school counselors and teachers employed in Fairfax County, Virginia. A portion of the materials purchased for the grant was given to the participants to be placed in their school career resource libraries. The participants completed evaluations and gave their written reactions at the completion of the workshop.

The project directors and their consultant then revised the model in-service program based on their experiences conducting the workshop and the reactions of the participants.

The model was distributed to all school superintendents in Virginia who were interested in implementing the workshop in their districts.

The model was presented at two state conferences and two national conventions.

Results and Accomplishments

The final product of this project is an excellent resource for school systems that have an interest in training counselors and other school personnel to provide quality career decision-making services to students whose native language is other than English.

The instructor's manual for the in-service workshops is designed to be used by any professional person in the school who is able to facilitate group interactions and who has a positive attitude about students whose native language is other than English. Because a specially trained instructor is not required for the workshops, it is anticipated that many school systems will train personnel using the manual.

In addition, the manual contains many useful resources for the counselor, teacher, or administrator who provides vocational guidance services for secondary school students with limited English. These resources include information on cross-cultural counseling generally, hints on successful communication techniques when working with students with limited English proficiency, a list of alternatives to inappropriate standardized testing, financial aid information for foreign-born students, and an 11-unit career guidance program for students and their parents.

The manual and its contents are appropriate for either a full-day or half-day workshop and workshop activities are specifically listed for the instructor's guidance.

The instructor's manual, which contained all the resources for school personnel, was offered to all school superintendents in the Commonwealth of Virginia.

Evaluation

The project's product was evaluated prior to its final publication. The instructor's manual and in-service workshop contents were revised after the workshop had been evaluated by a group of school counselors and teachers in Fairfax, Virginia.

The final materials were reviewed by the project consultant before being distributed.

Conclusions, Implications, and Recommendations

This project was successful in that a valuable final product was produced. The in-service workshop instructor's manual can be used by school systems to help serve the vocational guidance needs of students whose English skills are limited.

It is recommended that all school systems in the Commonwealth of Virginia implement the in-service workshop for all secondary school personnel who are responsible for career counseling and career educational services for students with limited English proficiency.

INSTRUCTIONAL MATERIAL DEVELOPED

The Instructor's Manual to be used for in-service programs for counselors, teachers, and other school personnel responsible for career counseling and career education services for students with limited English proficiency was developed by this project. A copy of the manual is included in this final report.

BALANCE SHEET

		VADE Contributions to Project
A.	PERSONNEL	-0-
B.	FRINGE BENEFITS	-0-
C.	PROFESSIONAL SERVICES	
	Consultants	471.12
D.	TRAVEL	710.50
E.	OTHER CONTRACTURAL SERVICES	
	Telephone	276.73
F.	SUPPLIES	
	Educational	376.79
	Office	8.38
G.	EQUIPMENT	
	Computer	2,184.00
H.	OTHER	-0-
I.	INDIRECT COSTS	247.48
TOTAL		4,275.00

INSTRUCTOR'S MANUAL

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INTRODUCTION

It is essential that all school students receive career counseling and career education services. While career programs are being implemented for the average student and many special populations of students, one group that often is neglected is the subpopulation of students for whom English is a second language.

There are many reasons this group does not receive adequate career counseling and career education services. Very little printed or audio-visual material is available to assist these students in making career decisions. In addition, standard assessment instruments were developed for United States natives and therefore should not be used with this population. When the counselor or teacher speaks only English and the student has only a limited command of the language, communication is difficult. Finally, cultural differences are subtle and difficult to overcome in counseling and decision-making situations.

Despite the inherent difficulties, students with limited English proficiency are a part of today's school population and deserve assistance in making sound career decisions.

This in-service program is designed to help school counselors, teachers, and other personnel serve the career counseling and career education needs of students with limited English proficiency. Hopefully, individuals who participate in this program will take away the tools necessary to work effectively with this population in the future.

NOTE TO INSTRUCTOR

This workshop has been designed so that it can be conducted by any professional person who has the ability to facilitate communication among a group of people.

Certainly an instructor who has specialized expertise in career education, career counseling, bilingual education, or English as a second language could provide an interesting and informative dimension to the process. However, the in-service program can be successfully presented by any professional person who believes that students with limited English proficiency need career counseling and career education services and is sensitive to cultural differences.

Instructors are encouraged to use their creativity in presenting the material and to encourage audience participation. Handouts duplicated from this packet should be distributed to participants.

POSSIBLE WORKSHOP FORMATS

The materials in this in-service program packet may be presented in either a three-hour (half day) or six-hour (full day) format. It is not recommended that the materials be presented in a time period that is less that three hours. The six-hour option will allow more time for participants in integrate the information with which they are being presented and most likely will result in more activity in their schools.

Three-Hour Workshop

1/4 hour	Remarks by Instructor School Official Stresses Importance of Topic
1 hour	Opening Exercise
1/4 hour	Break
1/4 hour	Discuss Points in Cross-Cultural Counseling Handout
1/4 hour	Discuss Points in Communications Handout
1/4 hour	Discuss Points in Alternative Assessment Techniques Handout
1/2 hour	Discuss Career Guidance Unit
1/4 hour	Distribute Financial Aid Handout and Ask Participants to Complete the Workshop Evaluation

Six-Hour Workshop

1/4 hour	Remarks by Instructor School Official Stresses Importance of Topic
1 hour	Opening Exercise
1/4 hour	Break
1/4 hour	Discuss Points in Cross-Cultural Counseling Handout
1/4 hour	Discuss Points in Communications Handout
1/2 hour	Have student whose native language is other than English talk to participants about difficulties encountered in communicating in English. Encourage participants to ask questions and engage in interactions with the student.
1/2 hour	Lunch
1/4 hour	Discuss Points in Alternative Assessment Techniques Handout
1/2 hour	Have a participant volunteer conduct an actual interview with the student (or another student whose native language is other than English) focusing on the student's interests, abilities, and personality traits. Discuss the interview.
3/4 hour	Discuss Career Guidance Unit
1/4 hour	Break
1 hour	Have the participants pretend they are students whose native language is other than English (have them (designate their country of origin). Go through Session 5 with the group.
1/4 hour	Distribute Financial Aid Handout and Ask Participants to Complete the Workshop Evaluation

OPENING EXERCISE

Entering a new culture in which a different language is spoken, can be a very stressful and anxiety-producing experience. The following exercise is meant to give workshop participants a general idea of the processes involved, so as to heighten their sensitivity to foreign students.

For this exercise, the group is broken in half and one or two individuals (depending on the total size of the group) from each half are taken to form a third group. The first group is identified as Americans being **forced** to enter a foreign, English-speaking culture. The second half, will constitute the "foreign" culture, and the third, smaller group will be the observers. The task of the "Americans" is to enter the foreign culture. They do not have a choice about this. They are forced to enter this culture.

The first group, the "Americans" is asked to leave the room, while the second group, the "foreign" culture, huddles to decide on the make-up of their culture. How status is achieved, what their primary values are, who their leader(s) is(are), and acceptable and unacceptable behaviors. Status, for example, could be arbitrarily said to be a matter of age, or length of hair, height, or any other not-so-obvious characteristic. The group could value fine arts, beautiful things, and travel, and eschew such "mundane" matters as anything to do with sports or commercial television. This would mean that conversations among members of this culture would tend to include the former, while the latter could be considered taboo subjects. Touching others on the arm during conversation could be considered the norm, as would be using first names **only**. Thus, a member of the "American" group introducing himself as "Tom Jones," for example, would be exhibiting unacceptable behavior by having used his last name. This behavior should be ignored by members of the "foreign" culture. Offensive behavior needs to be defined as well. Addressing group leaders without having first been addressed, for example, could be considered a capital offense, resulting on the offender being asked to leave the group. The option to return at a later time remains open. Other "capital offenses" should be identified with the object of confusing the "Americans."

The third group, the observers, have a critical role. They are to observe affective reactions of members of the other two groups, and report on what they observed at the end of the activity.

The activity should last about one-half hour all together. After the rules of the society have been established by the "foreign" group, the "Americans" are invited back into the room, and

everyone has a job to do: The "Americans" are to enter the "foreign" culture, the "foreigners" have to be busy being "foreign," and the observers have to watch what everyone else is doing so they can report on it. About ten minutes are all that is necessary to achieve the purpose of the game.

The group leader asks participants to sit and leads a discussion on the events that transpired. The focus should be on feelings. How it felt to be "in" or "out;" how it felt to be "ousted" when making an effort to be "in," what strategies were used to figure things out, etc. Feelings of anger and frustration on the part of "Americans," as well as the contentment and superiority of the "foreigner" are likely to be expressed and should be discussed.

The activity would be enhanced by the sharing of personal experiences, or the experiences of students the participants have known. Cultural adaptation is a slow and arduous process.

Providing Cross-Cultural Career Counseling For Students With Limited English Proficiency

Most students with limited English proficiency were either born in a country other than the United States or are first generation Americans. As a result, usually cultural differences exist between career counselors and these students. In order for the counselor to be effective in providing career counseling for students with limited English proficiency, the counselors must be aware of some of the general principles in cross-cultural counseling.

Points to Remember

1. Counselors must be very careful to avoid the natural human tendency to overgeneralize or to assume that all people hold the same values.

2. It is important that counselors develop at least a basic understanding of the culture of the person being counseled.

3. It is equally important that counselors treat each person as an individual and not assume that the person being counseled holds the values or fits the profile of his/her general cultural group.

4. Many cultural groups might be offended or perplexed by our assumption that students should be free to choose their careers based on their interests, aptitudes, and abilities.

5. Some parents might object to the concept that students have individual responsibility for career decision-making. They might consider such an idea as detrimental to family unity or disrepectful of parental authority.

6. General stereotypes about specific cultural groups should be carefully examined. For instance, not all Asian students have a proficiency for math or science, African students may have benefited from an excellent public education before coming to the United States, and Hispanic students may come from a home in which both parents are well-educated and have respected professional positions.

7. A student's lack of response in a counseling session may have many different meanings. The student may not understand the language, may have been taught that children are silent when in the presence of adults, may be frightened, or may resent the counseling process. Counselors must be careful not to make erroneous assumptions about a student's behavior because the behavior often may be the result of the student's cultural values.

8. Counselors should try to accomodate cultural differences by asking students and parents to explain their attitudes about certain career-related matters. Not asking questions and making inaccurate assumptions can lead to ineffective career counseling interventions.

9. Counselors should avoid trying to influence parents or students to adopt the cultural values of Americans about any given matter. For instance, counselors should not try to convince Asian parents that children do not have to obey their parents in making career choices. Instead, the entire family should be involved in the decision-making process to insure that cultural differences are accomodated.

COMMUNICATING WITH LIMITED ENGLISH PROFICIENT STUDENTS

Effective communication with non-native English speakers is a prerequisite to adequate career counseling services. This demands much patience, as we must deal with linguistic and cultural differences. Often, when communicating with limited English proficient individuals, we are not sure whether we have conveyed our intended meaning, we do not know the "cultural rules" of conversation, we are dealing in "unknown territory."

Although a special effort is needed to communicate with individuals of limited English proficiency, there are some guidelines which could facilitate the process. For example,

1. It takes most individuals very little time (one to two years) to be able to manage face-to-face, context related communication in a second language. This includes the everyday social amenities and the basic exchanges in which we engage regularly. However,

2. It takes considerably longer (often five to seven years) to develop the higher level language we need to manage academic and other context free communication effectively.

(This means that it is possible for an individual to appear to be much more fluent in English than he actually is. This necessitates special attention as it could be the cause of much misunderstanding. This makes it essential that we pay special attention to body language and possible indicators of confusion. It may be well to make it standard practice, when dealing with limited English proficient (LEP) individuals, to define terms and run the risk of over-explaining, rather than being unsure as to the success of our communication.)

3. Using concrete examples and materials, as well as other environmental clues may be useful, as it helps corroborate what is being said.

4. Nods and smiles of agreement must be circumvented. They may be indicators of lack of understanding. Ask the individual to explain to you what you have just related. This may give you an opportunity for necessary clarification.

5. It is important to note that the presence of a foreign accent must not be interpreted as lack of English proficiency. It is quite possible to speak with an accent and be fully proficient in the language being spoken. This determination has to be made in the course of the exchange.

6. Speaking louder does not help understanding and can be offensive, as it may be interpreted as derogatory.

7. Exaggerated enunciation is also ineffective. People are used to hearing normal speech and your exaggerated enunciation may actually impair comprehension. This too may be offensive to the foreign born individual.

8. Each minority group comes from a variety of historical and socioeconomic circumstances and encounters different opportunities and obstacles to advancement.

9. In addition, generalizations often lead to misunderstandings and lack of communication. We cannot characterize groups or individuals by their ethnicity. For example, all Asians are not alike: First, each of them is an individual; second, there are many countries and cultures in Asia (also many cultures within one country); third, the history of each individual's circumstances leading to immigration must be considered. "Folk theories" about minorities do not take these experiences and circumstances into account and must be avoided.

10. Psychocultural orientation, a person's patterns of behaviors, expectations, and values, is much more complex than nationality or ethnicity alone.

11. Value clashes can be resolved without values having to be given up. A compromise may be reached where two different positions are accepted and supported. When a dialogue seems to be going nowhere, it may be well to examine whether value differences are at the core of the problem. It is critical to recognize value differences that may be interfering with effective communication and to examine the differences.

12. Cultural inversion, the tendency of minority group members to want to be different from the dominant majority, is a coping mechanism and must be accepted as such and seen as a matter of values.

13. Job ceiling, real or imagined, are part of the minority experience and must be considered in career counseling with minority group members.

14. Although education may be highly valued by different minority groups, families do not always pressure their children in terms of a given professional choice. This must be treated with utmost care, as we do not want to create friction between a student and his/her family.

The counseling techniques we normally use are all applicable. It is a matter of keeping an open mind and making an effort to be aware of our own cross-cultural attitudes and beliefs. School-aged individuals of limited English proficiency are here to stay and are our responsibility.

Alternate Career-Related Assessment Techniques for Students With Limited English Proficiency

Standardized tests commonly used by counselors to assist students in career decision making are not appropriate for use with students whose English proficiency is limited. Generally, these students were either born outside the United States or were born to immigrant parents. Almost all standardized tests used by school counselors are intended for individuals with English language proficiency appropriate for their grade level or age group. In addition, responses on standardized tests are scored with the assumption that students taking the tests have the same values and perceptions as native Americans. Because students with limited English proficiency may have difficulty reading and responding to tests and most often have culturally different values, standardized tests would yield inaccurate information and should never be used.

Since standardized tests cannot be utilized in helping these students select appropriate careers, alternative methods of assessing their interests, abilities, and personalities are listed below:

(1) Personal Interviews. Even though counselors often use data gathered from standardized tests when providing career counseling for students, the most important information about a student is obtained during counseling sessions. Interests, abilities, and personality traits can be assessed by counselors as students talk about themselves and answer questions during interviews.

(2) Written Exercises. Counselors can develop simple written exercises tailored to each unique student to reveal information about that individual's interests, abilities, and personality traits.

(3) Classroom Assignments. Counselors can request that English as a Second Language or other teachers give assignments to students that would allow them to explore their interests, abilities, and personality traits. With the permission of students, counselors could use these papers as assessment tools when providing career counseling for students with limited English proficiency.

(4) Teacher Profiles. Teachers who have in their classes students with limited English proficiency could be asked to provide information on the interests, abilities, and personality traits of their students. Although this information could be solicited for any student seeking career counseling, asking teachers to complete a profile for these students might be justified because standardized tests cannot be used.

(5) Academic Records. Abilities can be indicated by achievement. The permanent records of students (if available) might provide a long term view of academic achievement. Current grade reports can show recent changes or new achievement trends.

It is recommended that more than one of the five alternative assessment techniques be used with each student. Because of communication problems, there is always the possibility of misinterpretation of information. Therefore, data from more than one technique would reduce the chances of mistakes.

VOCATIONAL GUIDANCE FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY: A CAREER GUIDANCE UNIT

INTRODUCTION

This unit has been prepared to provide high school students with limited English proficiency with structured experiences in career exploration and planning. The activities in the unit are designed to assist these students in examining their interests and values, locating and utilizing career information, identifying with career role models, and acquiring employability skills. A workshop for parents to introduce them to work life in America and to encourage them to become involved in the career development of their children has been included as a supplement to the unit.

USING THIS UNIT

The unit consists of a series of 10 sessions, which are designed to be conducted within a 45- to 55-minute class period. Activities in the unit may be presented consecutively in a 10-day presentation, once a week for 10 weeks, or as a series of presentations spaced throughout the year. Emphasis has been placed on working with partners and group discussion to encourage students to support each other in the career exploration process and to provide opportunities for practicing communication and interpersonal skills. Objectives, materials, and procedures are presented for each session.

The unit consists of the following sessions:

Session 1: Exploring interests
Session 2: Exploring work values
Session 3: Exploring career options
Session 4: Utilizing career information resources
Session 5: Understanding work life in the United States
Session 6: Meeting career role models
Session 7: Finding employment
Session 8: Completing job applications
Session 9: Interviewing
Session 10: Writing a resume

The unit also includes a workshop designed to help parents of students with limited English proficiency in assisting their children in the career development process. It is recommended that the parent workshop be presented prior to the unit to encourage them to discuss the activities with their children.

Several approaches may be used in offering the unit, depending on the individual needs of the students and the language proficiencies of staff members:

1. Teacher-conducted approach
   ESL teachers may use the unit in their classrooms.

2. Counselor-conducted approach
   Counselors may use the unit as a basis for or supplement to a classroom-based career guidance program.

2. Counselor-teacher team approach
   The unit may be co-led by pairs of teachers and counselors.

WORKSHOP FOR PARENTS

Introduction:

This workshop is intended to be presented prior to the classroom guidance unit to provide parents with information on work life and career planning in the United States and to help involve them in their children's career development process. The workshop is designed to last two hours, including a tour of the school's career resources center. It is suggested that students who will be participating in the unit receive invitations to be taken home to their parents one week prior to the workshop to encourage parent participation. Staff members are encouraged to modify the outline to suit their particular parent population.

Objectives:

1. To describe the nature of the work ethic in American society and American work life customs.

2. To introduce parents to the concept of career development as a process and the role parents can play in facilitating that process.

3. To acquaint parents with career exploration and planning resources they can use to assist their children.

4. To encourage parents to see the school as a source of career information and assistance for their children.

Materials:

"Resources for Career Planning" handout
"Work Life and Career Planning in America" outline

Procedures:

1. Welcome the parents to the school and explain the purpose of the workshop.

2. Using the outline below, present the workshop.

3. Conduct a tour of the career center in the school.

4. Reassemble the group and distribute the "Resources for Career Planning" handout.

5. Conclude with a question-and-answer period.

WORK LIFE AND CAREER PLANNING IN AMERICA

I. Introduction
   A. Description of classroom guidance unit
      1. Sequence of activities
   B. Relationship of workshop to unit

II. The work ethic in American society
   A. Historical development of the work ethic in American society
      1. Jewish and Christian traditions of work as a moral and spiritual way of life
      2. Transmission of "Puritan work ethic" or "Protestant work ethic" into colonial America
      3. Continuing influence of work ethic on U.S. culture in education, politics, and economics
   C. Values contained in Protestant work ethic
      1. Achievement orientation
      2. Future-time orientation
      3. Hard work = success concept
      4. Value of individualism and independence over the group
   D. Lessening of power of traditional work ethic in more pluralistic society of contemporary America
      1. Traditional work ethic orientation combined with desire to work for personal satisfaction
      2. Interaction of work attitudes and values of the dominant culture with the work attitudes and values of the individual's own culture

III. Work life in the United States
   A. Identity in the United States seen as what a person does, the nature of his/her work, and the lifestyle supported by that kind of work
   B. Job mobility
      1. Much more frequent changing of jobs in America than in other countries
      2. Practice of changing jobs for personal advancement
   C. Advancement in the United States
      1. Less associated with personal or family relationships than in other cultures
      2. Advancement through good work, appropriate training, years of employment, and seeking out of advancement opportunities
   D. Job relationships
      1. American workers not usually close friends with co-workers
      2. Idea of "not mixing business with pleasure"
      3. Ideal job relationships viewed as friendly and cooperative, without greater involvement

E. Family influence on careers
   1. Family business or parental kind of work not entered into automatically by children
   2. Women increasingly in nontraditional work roles
   3. Need for commitment to flexibility in a changing technical world

IV. Career development and planning as processes
   A. Career development as a life-long process
   B. Role of the self-concept in career development

V. Factors influencing career choices
   A. Reality factors
      1. Environmental and economic variables
      2. Physical capabilities and limitations
      3. Intellectual capabilities and limitations
      4. Cultural, racial, and sex role typing
   B. Educational factors
      1. Amount of education
      2. Type of education and training
   C. Individual values
      1. Work values
      2. Personal values

VI. Role of parents in helping children with career exploration and planning
   A. Build feelings of self-worth and self-confidence in children
   B. Help children explore career options and make career plans
   C. Create an atmosphere in which children can make free choices
   D. Encourage positive attitudes toward school and work
   E. Help children locate and utilize career information
      1. Career resources in the community
      2. Printed career information
      3. Career resources at school
         a. Tour of career resources center at school
   F. Conclusion
      1. Distribute "Resources for Career Planning" handout
      2. Encourage parents to use career resources center themselves
      3. Invite parents to serve as career resource speakers (see Session 6)

RESOURCES FOR CAREER PLANNING

The Career Finder--Pathways to Over 1500 Entry-Level Jobs. 1982. By Lester Schwartz and Irv Brechner. New York: Ballantine Books.
Includes questionnaires for assessing aptitudes and interests. Yields a career profile which can then be compared with 1500 brief job descriptions.

Finding a Job in the United States. 1986. By Joan E. Friedenberg and Curtis H. Bradley. Lincolnwood, Illinois: Passport Books.
Handbook of job-seeking information for foreign-born professionals, foreign students, immigrants, and persons with limited English proficiency. Contains information about documents necessary to obtain employment in the U.S., methods of finding and acquiring jobs, and American work habits and customs.

How to help your child plan a career. 1979. By Dean L. Hummel and Carl McDaniels. Washington, D.C.: Acropolis Books.
Designed to assist parents in promoting their children's career development. Includes suggestions on helping children examine their interests, abilities, and values; explore the world of work; and learn career planning and decision-making skills.

Occupational Outlook Handbook. Published every 2 years. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.
Contains employment projections and trends. Provides information on hundreds of occupations, including the nature of the work, places of employment, training and education requirements, employment outlook, earnings, working conditions, and sources of additional information.

The Robert Half Way to Get Hired in Today's Job Market. 1981. By Robert Half. New York: Bantam Books.
Includes techniques for investigating the job market, locating jobs, completing job applications and resumes, and interviewing.

The Three Boxes of Life and How To Get Out of Them. 1981. By Richard N. Bolles. Berkeley, California: Ten Speed Press.
Guide to life and career planning, focusing on the three areas of education, work, and retirement. Contains a "Quick Hunting Job Map" with guidelines useful for high school students entering the world of work.

Training for Life: A Practical Guide to Career and Life Planning. 1984. By Fred J. Hecklinger and Bernadette M. Curtin. Dubuque, Iowa: Kendall/Hunt.
Comprehensive guide to developing and achieving career and life objectives from entry into the work force to retirement.

Includes many activities designed to encourage self-awareness. Covers methods of investigating careers, completing job applications, writing resumes, interviewing, and other aspects of finding and keeping a job.

What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers. Revised yearly. By Richard N. Bolles. Berkeley, California: Ten Speed Press.

Step-by-step guide to evaluating career interests, aptitudes, and values; locating jobs; and obtaining employment. Contains exercises for assessing individual abilities and interests and lists of printed materials, agencies, and other resources useful in career planning.

Additional References for Parent Workshop

Axelson, J. A. (1985). Counseling and development in a multicultural society. Monterey, California: Brooks/Cole.

Pedersen, P. (1985). Handbook of cross-cultural counseling and therapy. Westport, Connecticut: Greenwood Press.

Zunker, V. G. (1981). Career counseling: Applied concepts of life planning. Monterey, California: Brooks/Cole.

SESSION 1: EXPLORING INTERESTS

Introduction

This session is designed to help students begin to explore their interests and understand how those interests relate to career choices. It is also intended to enhance the development of positive work behaviors and attitudes by presenting participation in the unit as equivalent to participation on the job.

Objectives:

1. To become acquainted with other members of the class and share family histories.

2. To help students begin to identify their interests and relate them to careers.

Materials:

"What Do I Like To Do?" worksheet

Procedures:

1. Introduce the unit as a series of activities intended to help students explore their interests and values and relate them to the world of work.

2. Emphasize the importance of mutual support and acceptance of individual contributions.

3. Present the idea of the unit as a simulated job experience, with the expectation of regular attendance, appropriate attitudes and behaviors, and active participation.

4. Divide the students into pairs. Have the pairs spend five minutes interviewing each other and sharing some aspects of their family history, such as names and ages of family members, country of origin, jobs held by family members, and so on.

5. Have the students take turns introducing their partner to the total group.

6. Distribute "What Do I Like To Do?" worksheets. Provide time for the students to complete the top portion individually and then work with their partner on the bottom portion.

7. Conclude with group discussion and sharing.

WHAT DO I LIKE TO DO?

In the space below, list 15 activities you enjoy. Be as specific as you can in describing the activities.

ACTIVITIES I ENJOY

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

List in order the 5 activities you enjoy most. Work with your partner to think of at least 3 careers that might relate to the activities you enjoy.

Activity 1:_____

Career 1:_____ Career 2:_____ Career 3:_____

Activity 2:_____

Career 1:_____ Career 2:_____ Career 3:_____

Activity 3:_____

Career 1:_____ Career 2:_____ Career 3:_____

Activity 4:_____

Career 1:_____ Career 2:_____ Career 3:_____

Activity 5:_____

Career 1:_____ Career 2:_____ Career 3:_____

SESSION 2: EXPLORING WORK VALUES

Introduction:

This session is designed to help students consider what they value about work, including the kinds of rewards and satisfactions they are seeking from their work, and to help them recognize the relationship of work values to career decision-making.

Objectives:

1. To introduce students to the idea of work values and help them assess job rewards and satisfactions important to them.

2. To begin to relate work values to possible career choices.

Materials:

"My Work Values" worksheet

Procedures:

1. Present the concept of work values. Explain that knowing one's work values is important in career and life planning. Remind students that work values are different for different individuals.

2. Discuss each of the work values listed on the "My Work Values" worksheet.

3. Have students complete the worksheets and share their responses with a partner.

4. Conclude by reminding the students that they need to consider interests, abilities, and work values in making career choices.

MY WORK VALUES

Understanding your work values is important as you begin to consider careers. What makes work rewarding for you? Look at the list of job values below and rank them from 1 to 15 according to which are most important to you (1 as the most important and 15 as the least important). Then write the titles of 5 careers from your "What Do You Like To Do?" worksheet from Session 1 or the titles of 5 careers you are considering. After each career, list 3 job values from the list which describe why that job would be important to you. Be prepared to talk to your partner about your choices.

JOB VALUES:	RANK
Environment (pleasant working surroundings)	
Travel opportunities (regular travel in job)	
Job security (little fear of being fired)	
Money (good pay)	
Creativity (opportunities to express yourself)	
Independence (freedom to plan your own time)	
Leadership (opportunity to make decisions, supervise)	
Physical activity (working with your hands)	
Orderliness (regular schedule with regular duties)	
Productivity (making a product)	
Recognition (having others notice)	
Sociability (working with people)	
Service (helping others)	
Variety (different activities)	
Intellectual stimulation (solving difficult problems)	

CAREER	JOB VALUES		
1.	1.	2.	3.
2.	1.	2.	3.
3.	1.	2.	3.
4.	1.	2.	3.
5.	1.	2.	3.

Which career or careers have more of the values that are important to you?

SESSION 3: EXPLORING CAREER OPTIONS

Introduction:

In considering careers, students need to examine many factors, including their interests, abilities, educational goals, and preferred work environment. This session is intended to help students create a tentative list of careers by simultaneously focusing on these factors.

Materials:

About High School: Educational Opportunities in Virginia, Book 4

"Exploring Career Options" worksheet

Procedures:

1. Using Chapter 4 in the book About High School, introduce students to the 12 occupational clusters identified by the U. S. Department of Labor.

2. Distribute "Exploring Career Options" worksheets and have the students complete them with a partner.

3. Conclude with a group discussion focusing on expanding students' Career Options Lists.

EXPLORING CAREER OPTIONS

1. Of the 12 career areas listed below, check the three in which you are the most interested.

___ artistic	___ authority
___ scientific	___ industrial
___ business detail	___ persuasive
___ accommodating	___ humanitarian
___ social-business	___ physical performing
___ nature	___ mechanical

2. Rank the three career areas that most interest you below, with Number 1 as your first choice.

Career area #1:_____

Career area #2:_____

Career area #3:_____

3. In what kind of environment do you want to work? Check as many as you like.

___ large city	___ suburb	___ rural area
___ outdoors	___ indoors	___ combination

4. What are the subjects in school you like best?

_____

5. What are the subjects in school you like the least?

_____

6. What special skills, talents, and abilities do you have? (sing, act, write, solve problems, play an instrument, work with machines, etc.)

_____

_____

EXPLORING CAREER OPTIONS, CONT.

7. What kind of education or training do you want?

___ complete high school
___ technical or vocational training
___ military service
___ community (two-year) college
___ four-year college
___ graduate school

8. Work with your partner to list all the careers you can think of that are related to your choices above. This is your Career Options List.

CAREER OPTIONS LIST

Career option #1: _____
Career option #2: _____
Career option #3: _____
Career option #4: _____
Career option #5: _____

9. For each of the careers listed above, answer the following questions:

a. What kinds of courses are you taking now to prepare for this career?

Career option #1: _____
Career option #2: _____
Career option #3: _____
Career option #4: _____
Career option #5: _____

b. What kinds of courses should you take in the future?

Career option #1: _____
Career option #2: _____
Career option #3: _____
Career option #4: _____
Career option #5: _____

EXPLORING CAREER OPTIONS, CONT.

c. What kinds of school activities would help you prepare for this career?

Career option #1: _____
Career option #2: _____
Career option #3: _____
Career option #4: _____
Career option #5: _____

d. What kinds of experiences outside of school would help prepare you for this career?

Career option #1: _____
Career option #2: _____
Career option #3: _____
Career option #4: _____
Career option #5: _____

SESSION 4: UTILIZING CAREER INFORMATION RESOURCES

Introduction:

This session consists of a structured exercise designed to help students locate and utilize career information and apply it in their own career planning and decision-making process. Students are introduced to and encouraged to make use of a variety of resources available in the school's career resources center. Instructors may wish to have a career center aide provide the orientation to the center prior to the activity.

Materials:

"Using Information in the Career Resources Center" worksheet

Procedures:

1. Tell the students that they are going to be using the information in the career resources center in the school to investigate a career of their choice.

2. Take the class to the center and introduce them or have a career center aide introduce them to the various computerized and printed resources. If possible, provide time during this session or in a follow-up session for each student to have hands-on experience with the school's computerized career information program.

3. Distribute the "Using Information in the Career Resources Center" worksheets and have the students practice using the materials in the center to complete them.

4. Have the students form pairs and share their information with a partner.

USING INFORMATION IN THE CAREER RESOURCES CENTER

Use these questions to guide you in collecting information about a career.

1. What would you do in this career? How would you spend a average day on the job?

2. What subjects should you take in school to help you prepare for this career?

3. What extracurricular activities will help you prepare for this career?

4. What education or training is required for this career?

5. What is the average salary?

6. What are the rewards of this career besides money?

7. Are there any special physical requirements for this job?

8. What kinds of skills and abilities do you need for this job?

9. What is the job outlook?

10. What are the working conditions?

11. If additional education or training is needed, where can you go to obtain this? List 3 alternatives.

12. Where can you write for additional information about this career?

13. What sources did you use in completing this activity?

SESSION 5: UNDERSTANDING WORK LIFE IN THE UNITED STATES

Introduction:

Students with limited proficiency in English may come from homes where parents have little or no experience with American work habits and customs. This session is designed to supplement the information presented in the parent workshop by acquainting students with some of those habits, especially in relation to employability skills. The presentation is followed by role playing of various work situations to give the students an opportunity to practice their communication skills and appropriate work-related behaviors.

Materials:

"Work Habits and Customs in America" outline
"Work Life Situations" worksheets (put each situation on a separate sheet)

Procedures:

1. Give an introduction to work life in America, using the outline below.

2. Divide the class into groups of four or five and give one work life situation to each group.

3. Have the members of each group discuss the work life situation they were given.

4. Have the groups role play their situations for the class. Help the students provide feedback for others after each situation is role-played.

WORK HABITS AND CUSTOMS IN AMERICA

I. American work habits of dress and grooming
   A. Dress and grooming have considerable influence on getting a job.
   B. Most employers do not like dress or grooming that they see as different.
   C. Appropriate habits of dress and grooming include:
      1. Bathing every day.
      2. Using an underarm deoderant daily.
      3. Brushing teeth daily.
      4. Keeping hair clean and simply styled.
      5. Keeping makeup simple.
      6. Using little or no perfume.
      7. Not wearing flashy jewelry.
      8. Not wearing tight or revealing clothing.
      9. Wearing neat and clean clothing.
   D. When in doubt, copy the way successful workers dress.

II. Communicating on the job
   A. Verbal communication
      1. Speaking appropriately is very important in getting and keeping a job.
      1. Americans usually greet each other by saying good morning, good afternoon, or good evening each day.
      2. Try to speak only in English when Americans are present.
      3. Listen to others and how they speak.
   B. Nonverbal communication
      1. Realize that you communicate not only with words, but also with your body, gestures, and use of space.
      2. It is important to use appropriate nonverbal behavior on the job, or others may misunderstand you.
      3. Types of nonverbal commmunication include:
         a. Use of space
            1. Americans do not like people who stand or work too closely to them.
            2. Stand between 18 and 30 inches from people you are talking to.
         b. Eye contact
            1. Look at the face of the person you are talking to but do not stare.
            2. Show others you are listening to them talk by using your eyes as stated above and occasionally nodding your head when appropriate.
         c. Touching
            1. Americans do not usually touch each

other when they are talking, especially when at work.

2. Use a firm handshake when you meet someone for the first time, especially an employer.

III. Time and punctuality
- A. Being on time for the job is very important in America.
- B. Being on time for meetings is also very important.
- C. Time on the job is usually organized into a schedule, with a particular amount of time for each task.
- D. Work time is not for socializing.
- E. Planning for the future and talking about the future are also important.

IV. Getting along with others
- A. To succeed on the job, it is important to learn to get along with your fellow workers and boss.
- B. Be friendly, polite, and cheerful with coworkers.
- C. Treat people under you with respect, and do not expect them to do personal favors for you.
- D. Do not talk about others in a negative way.

WORK LIFE SITUATIONS

Situation 1: Greeting a group of fellow workers in the morning

Situation 2: Being invited to eat lunch with fellow employees

Situation 3: Presenting a report to your supervisor

Situation 4: Supervising another employee in a task

Situation 5: Asking your employer for a raise

Situation 6: Dealing with correction or criticism from your supervisor

SESSION 6: MEETING CAREER ROLE MODELS

Introduction:

Exposure to successful non-native English speaking career role models is especially important for students with limited English proficiency as a means of promoting a positive self-concept and positive career expectations and attitudes. This session provides a format for a visit to the class by a career resource speaker. Although this unit provides only one day for resource speakers, teachers and counselors will wish to invite speakers throughout the year to talk with students. It is important to include workers from a wide variety of occupational levels, rather than inviting only those in professional or managerial positions. The instructor may wish to survey the students first to determine which careers would be of most interest.

Sources for non-native English speakers include parents of students, minority business and professional associations, college alumni associations, local business and industrial directories, and school-related parent groups, such as parent advisory councils or minority parents groups.

Objectives:

1. To introduce students to successful individuals who are non-native English speakers in various occupational fields.
2. To establish contacts for future career activities, such as field trips, informational interviewing, and career shadowing.
3. To help students become aware of local career opportunities.
4. To enhance self-esteem among students and encourage positive career expectations and work attitudes.

Materials:

Sample Letter of Invitation

Procedures:

1. Several weeks or months prior to this session, solicit career resource speakers. A sample letter is provided in this session. Speakers contacted personally or by telephone should also receive a list of questions often asked

by students.

2. Before the visit, discuss with the students the speaker who will be coming, and have them prepare lists of questions they wish to ask. Use the list included in the letter to guide students in developing their questions.

3. Have the students role play asking the speaker questions.

4. After the speaker's visit, have one or more members of the group write a letter expressing appreciation, informing the speaker of positive student comments, and inviting feedback. You may wish to have each student write a letter of appreciation as a supplementary activity.

SAMPLE LETTER OF INVITATION

[School Address]
[Date]

[Name and address of potential speaker]
Dear [ ]:

We would like to invite individuals whose native language is not English to serve as career resource speakers in [name of class or group in school]. As a successful member of the world of work, you can encourage our students to develop positive work attitudes and expectations.

Your visit with us would take place during a 50-minute class period. Many speakers like to plan for a 20-to 30-minute presentation and use the rest of the time to answer questions from students. A list of questions students often ask is included below:

1. What is the salary range for this job?
2. What are the working conditions?
3. What are the duties for this job?
4. What is a typical day on the job like?
5. What kind of education or training is required?
6. What do you enjoy most about the job?
7. What do you enjoy least?
8. How did you locate your job?
9. How long have you had this job?
10. What is the job outlook for this career?
11. In what parts of the country is this job located?
12. What kind of benefits are available?
13. What kind of job security is available?
14. Are there opportunities for both men and women in this job?
15. What are the opportunities for advancement?

Please feel free to contact me at [phone number] if you have further questions. Thank you for your support of our efforts to help our students in their career exploration.

Sincerely yours,

[Instructor's Name]

SESSION 7: FINDING EMPLOYMENT

Introduction:

This session is intended to introduce students to methods of locating jobs. Although most people find their jobs by contacting employers directly or by asking friends and relatives for assistance, it is important to know a variety of job-finding strategies. Want ads can provide information about the kinds of jobs being advertised, the kinds of employers advertising jobs, wages and benefits, the experience or training required for various jobs, and the nature of the current job market in general.

Objectives:

1. To introduce the idea that there are different methods of locating a job.

2. To help students to understand the language of want ads and practice using want ads to find jobs.

Materials:

"Methods for Finding a Job" handout
"Abbreviations Often Used in Want Ads" handout
Classified ads from newspapers

Procedures:

1. Tell students that there are many methods of locating jobs. Tell them that although most people get their jobs by directly contacting an employer or by asking friends and relatives for help, it is important to learn and use as many methods as possible.

2. Distribute "Methods for Finding A Job" handouts and review the information with the students. Explain that the group will be focusing on using want ads to find jobs during this session.

3. Distribute copies of the classified section of local newspapers and the "Abbreviations Often Used in Want Ads" handouts and have the students work with a partner to practice reading want ads in the newspapers.

4. Help students to distinguish between want ads actually

offering employment versus ads placed by employment agencies and to avoid ads claiming to provide high amounts of money at once.

5. Provide time for each student to read aloud and explain at least one want ad to the entire group for discussion and feedback.

METHODS FOR FINDING A JOB

1. Volunteer work
2. Temporary work
3. Want ads
4. Yellow pages
5. Friends and relatives
6. Professional journals and newsletters
7. Business directories
8. State employment agencies (Virginia Employment Commission)
9. Private employment agencies
10. School counselors
11. Vocational teachers
12. Civil service tests

ABBREVIATIONS OFTEN USED IN WANT ADS

am	morning	min	minimum
appl	application	nec	necessary
appt	appointment	ofc	office
asst	assistant	opp, oppt	opportunity
avail	available	pd	paid
bfts	benefits	perm	permanent
cert	certificate/certified	pm	afternoon
co	company	pos	position
coll	college	pref'd	preferred
comm	commission	p/t	part-time
dept	department	qual	qualified
EOE	equal opportunity employer	quals	qualifications
eve	evenings	req	required
ex, exc	excellent	sal	salary
exec	executive	sec, secy	secretary
exp	experience	supr	supervisor
F	female or Friday	tech	technician
F/T	full-time	temp	temporary
guar	guaranteed	trnee	trainee
hs, HS	high school	vac	vacation
immed	immediate	w/	with
incl	included	wk	weekly/work
lic	license/licensed	wkends	weekends
M	male or Monday	wpm	words per minute
mech	mechanic	yr	year
mfg	manufacturing	yrs	years
mggr	manager		

SESSION 8: COMPLETING JOB APPLICATIONS

Introduction

A job application provides an employer with personal, educational, and work experience information about an individual. It also indicates to the employer the extent to which the applicant is able to write legibly, use correct spelling and grammar, and follow directions. Learning to complete job applications neatly and accurately is a vital skill for students with limited English proficiency. In this session, students first collect information about themselves on personal data sheets and then use their personal data sheets to complete a sample job application.

Objectives:

1. To assist students in preparing personal data sheets.
2. To assist students in using the information on their personal data sheets to complete a sample job application.

Materials:

"Sample Personal Data Sheet" worksheet
"Sample Job Application" worksheet

Procedures:

1. Tell the students that job applications provide them with an opportunity to present themselves and their qualifications in a positive way to prospective employers.

2. Explain that a personal data sheet is a form with information on it that an employer might wish to see and that is useful in filling out job applications.

3. Distribute the "Sample Personal Data Sheet" worksheets and have the students work with a partner to complete them. Remind them to practice printing their answers on a blank sheet of paper before writing on the form, to use black ink, and to print neatly and on the line.

4. Distribute the "Sample Job Application" worksheets and have the students use their personal data sheets to complete them.

5. Provide time for reviewing the completed job applications

and answering any questions.

SAMPLE PERSONAL DATA SHEET

Name: Last First Middle

Address City State Zip code

Home phone Work phone Social security number

Height Weight Color hair Color eyes

Place of birth US citizen? Visa (number) Type

EDUCATION:

Name & address of school	Dates attended From	To	Course or degree
High school			
College			
Graduate school			
Others			

Training or professional certificates/licenses

Union or professional associations

Special skills & abilities (playing a musical instrument, knowledge of foreign languages, knowledge of computer languages, etc.)

SAMPLE PERSONAL DATA SHEET, CONT.

WORK EXPERIENCE: Describe most recent job first. Include military experience if applicable.

Employer's name and address

Job title and duties

Date started Date ended Supervisor's name

Reason for leaving

Employer's name and address

Job title and duties

Date started Date ended Supervisor's name

Reason for leaving

Employer's name and address

Job title and duties

Date started Date ended Supervisor's name

Reason for leaving

REFERENCES:

Name	Address	Phone number	Relationship

SAMPLE JOB APPLICATION

PERSONAL INFORMATION

Name Social Security Number

Address (Street) (City) (State) (Zip Code) Phone Number

Are you a U.S. citizen? __Yes __ No

If not, do you have the legal right to secure permanent employment? __Yes __ No

Valid Driver's License? __Yes __ No

Marital Status Number of Dependents

For what position are you applying?

First Choice: Second Choice:

EDUCATION Name of School Year Graduated Course or Degree

High School

College

Other

EXPERIENCE (Give present or last position first. Attach additional sheets if necessary.)

Employer Address Position Title

Describe work experience.

Dates Employed Name of Supervisor Reason for Leaving

SAMPLE JOB APPLICATION, CONT.

Employer	Address	Position Title
Describe work experience.		
Dates Employed	Name of Supervisor	Reason for Leaving
Employer	Address	Position Title
Describe work experience.		
Dates Employed	Name of Supervisor	Reason for Leaving

PERSONAL REFERENCES OTHER THAN FORMER EMPLOYERS AND RELATIVES

Name	Address	Phone Number

SESSION 9: INTERVIEWING

Introduction:

The interview provides an opportunity for a job applicant to present his or her qualifications to an employer. Because an individual is judged not only on those qualifications but also on appearance and manner of presentation, preparing for interviews and practicing answering typical interview questions are especially important for students whose English skills are less proficient than those of other applicants.

Objectives:

1. To provide students with guidelines for effective job interviewing.

2. To provide students with an opportunity to practice interviewing skills.

Materials:

"Interview Dos and Don'ts" handout
"Sample Thank-You Letter For an Interview" handout
"Questions Employers Often Ask" handout

Procedures:

1. Explain to students the role of interviewing in obtaining employment.

2. Distribute "Interview Dos and Don'ts" handouts and review that information with the group.

3. Distribute "Sample Thank-You Letter For an Interview" handouts and review the form and content.

4. Distribute "Questions Employers Often Ask" handouts and role play a sample interview with a student volunteer.

5. Divide the students into pairs and have them practice interviewing each other, using the list of questions as a guide.

6. Conclude with group discussion and clarification of any questions.

7. Have students practice writing interview thank-you letters

as a supplementary activity.

INTERVIEW DOS AND DON'TS

This is a list of things you should or should not do in a job interview. Study the list carefully and be ready to try to use these hints in practicing your interviewing skills in class.

1. Dress appropriately: a coat and tie for boys; a dress or suit for girls.
2. Look neat and clean.
3. Arrive a little early.
4. Do not bring friends or relatives with you.
5. Bring copies of your resume and personal data sheet. Also bring examples of your best work, such as reports and portfolios.
6. Be polite to the receptionist or secretary and to the employer.
7. Use a firm handshake in greeting the employer.
8. Do not smoke or chew gum, even if the interviewer is doing so.
9. Speak clearly and listen carefully.
10. Look directly at the person interviewing you.
11. Do not wear sunglasses.
12. Answer questions honestly.
13. Ask questions that help you understand the nature and duties of the job, such as:
    a. For whom will I work?
    b. What kind of co-workers will I have?
    c. What will the hours be?
    d. What are the tasks and duties required?
    e. Is hospitalization provided?
    f. What other benefits are available?
    g. Are there opportunities to continue my education on the job or in non-company schools?
    h. What are the possibilities for advancement?
    i. Are there any special clothing requirements, like uniforms?
14. Be prepared to explain how your skills are right for the job.
15. Ask when you might hear about whether you'll be hired.
16. Thank the person for the interview.
17. Follow up the interview with a thank-you letter.

QUESTIONS EMPLOYERS OFTEN ASK

1. What are your short-range career goals?
2. How are you planning to achieve those goals?
3. What do you see yourself doing five years from now?
4. What strengths do you think you have for this position?
5. Why do you want this job?
6. How would you describe yourself?
7. How do you think you can contribute to this company or business?
8. Describe your most rewarding school experience.
9. What kinds of qualifications do you have for this position?
10. What courses in school did you like best and why?
11. What courses in school did you like least and why?
12. Do you have plans for continuing your studies?
13. Do you think your grades are a good indication of your achievement? Why or why not?
14. How did you find out about this job?
15. What are some things that are important to you in a job?
16. What are some of your weaknesses?
17. How do you feel about working overtime?
18. Can you provide some character and work references?

SAMPLE THANK-YOU LETTER FOR AN INTERVIEW

110 Linden Lane
Lexington, Virginia 24450
July 1, 1987

Mr. Bruce Johnson
Director of Personnel Services
Winnicott Corporation
1000 Main Street
Lexington, Virginia 24450

Dear Mr. Johnson:

Thank you for your time during my interview with you on June 28. I appreciated the opportunity to discuss my qualifications and career objectives with you.

I am very interested in being considered for the position we discussed. Please let me know if I can supply you with any further information.

Thank you again for your time and consideration. I look forward to hearing from you soon.

Sincerely yours,

Harold Chin
(703) 333-4320

SESSION 10: WRITING A RESUME

Introduction:

A resume is a document presenting a concise summary of an individual's skills, qualifications, and experience that may be of interest to an employer. Although not all jobs require a resume, employers are increasingly relying on resumes to select candidates for additional evaluation. Today, resumes are often necessary for clerical and sales positions as well as for managerial positions. Writing a resume is an important career skill for students to learn.

Materials:

"Writing a Resume" handout
"Sample Resume" handout
"Sample Cover Letter" handout

Objectives:

1. To understand the use of a resume in the job search process.
2. To learn how to write a resume.
3. To learn how to write a cover letter to enclose a resume.

Procedures:

1. Distribute "Writing a Resume" handouts and review them with the students.
2. Distribute the "Sample Resume" and "Sample Cover Letter" handouts and discuss them in relation to the guidelines on the worksheets.
3. Have the students use their personal data sheets from the previous session and work in pairs to develop their own resumes.
4. If time permits, have students practice writing cover letters to prospective employers to accompany their resumes.
5. Conclude with group sharing of resumes and feedback.

WRITING A RESUME

I. Uses of a resume
   A. Response to an ad with a cover letter
   B. Part of a direct-mail job search
   C. Letter of introduction for an interview or for friends and relatives who may present the individual to their employers
   D. Part of an application for education, training, scholarships, or awards

II. Information in a resume
   A. Personal data
      1. Begin with name, address, and telephone number.
      2. Additional personal data, such as date of birth, marital status, citizenship, dependents, height and weight, are optional.
   B. Position desired or job objective heading
      1. A brief statement of the job or career objective may be included.
      2. When applying for a specific job, omit the job objective heading and mention the desired job in a cover letter.
   C. Educational background
      1. In reverse chronological order, state the institutions attended, dates of graduation, and degrees received or expected.
      2. List major subjects or areas of specialization.
   D. Certificates, scholarships, and honors
   E. School and extracurricular activities
   F. Work experience (including volunteer work)
   G. References
      1. State "References upon request."
      2. Alternately, list names and addresses of references (obtain permission first).

III. Style and appearance
   A. A resume should be brief, usually one page.
   B. Use correct spelling, grammar, and punctuation.
   C. Type it or have it printed on good quality paper.
   D. Have one or more English-speaking friends read over it to check for errors.

SAMPLE RESUME

Harold Chin
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Lexington, Virginia 24450
Telephone: (703) 333-4320

POSITION DESIRED	Auto Body Repairer
EDUCATION	Lexirgton High School, Lexington, Va. - will graduate in June 1987 Floyd Kay Vocational Technical School - will receive certificate in Auto Body Repair in June 1987
SPECIAL SKILLS	Two-year vocational course in Auto Body Repair at Floyd Kay Vocational-Technical School
SCHOOL ACTIVITIES	Member Virginia Industrial Clubs of America (VICA), 1985-1987 Member varsity basketball team, 1985-1987
AWARDS	Second place winner in VICA regional skill contest in Auto Body Repair, 1987
WORK EXPERIENCE	Newspaper route, May 1984-present. Delivered 100 papers daily. Made monthly collections. Service station attendant, June 1985-April 1987. Pumped gas, operated cash register, made change, used credit card system, changed and rotated tires.
REFERENCES	Available Upon Request

SAMPLE COVER LETTER

[Your street address]
[Your city, state, zip code]
[Date]

Dr./Mr./Ms. _____*
[Person's title]
[Company/institution/business]
[Street address]
[City, state, zip code]

Dear Dr./Mr./Ms. _____:

I would like to be considered as an applicant for the position of [ ] advertised on [date] in the [ ] newspaper.

I am interested in this position because [state your reasons for seeking the job, including among them your interest in that type of job. Also include in this paragraph your educational background and work experience. Emphasize the things in your resume that relate to the job. If you will be graduating from high school and will be seeking full-time employment, indicate this.]

I am enclosing a copy of my resume. I would be happy to come for an interview at your convenience.

Thank you for your consideration of my application. I am looking forward to hearing from you.

Sincerely yours,

[Your signature]
[Your name]
[Your telephone number]

* It is important to try to find out the name of the person to whom you are writing. If necessary, call the company or business and ask to whom you should send the letter.

HIGHER EDUCATION OPPORTUNITIES FOR LANGUAGE MINORITY CHILDREN

THE A's AND B's OF ACADEMIC SCHOLARSHIPS. 7th ED. 1985-86. Octameron Associates, P.O. Box 3437, Alexandria, VA 22302. $2.75 per copy. Institutional and volume discounts are available.

A unique guide for students with a B average or higher and combined SAT scores of 1,000 or more. Identifies and describes more than 90,000 academic scholarships that more than 1,000 colleges and universities award to academically talented students, regardless of financial need. The guide is updated every August.

ADMISSION REQUIREMENTS OF U.S. AND CANADIAN DENTAL SCHOOLS. Available annually from American Association of Dental Schools. 1619 Massachusetts Avenue, NW, Washington, DC 20036. $13.50 per copy.

AICPA SCHOLARSHIPS FOR MINORITY UNDERGRADUATE ACCOUNTING MAJORS. Miss Sharon L. Donahue, Manager, Minority Recruitment, American Institute of Certified Public Accountants, 1211 Avenue of the Americas, New York, NY 10036.

AICPA SCHOLARSHIPS FOR MINORITY GRADUATE STUDENTS IN BUSINESS. Miss Sharon L. Donahue, Manager, Minority Recruitment, American Institute of Certified Public Accountants, 1211 Avenue of the Americas, New York, NY 10036.

AMERICAN FUND FOR DENTAL HEALTH. Dental scholarships for members of disadvantaged minority groups, in particular blacks, Hispanics, American Indians and Puerto Ricans, who need financial aid to prepare for studies in dentistry. High school and college transcripts are required along with three letters of reference to receive awards of $2,000 a year. The scholarships are available to first-and-second-year dental school students. For information and application contact American Fund for Dental Education, 211 E. Chicago Avenue, Chicago, IL 60611.

THE ASSOCIATION OF INDEPENDENT COLLEGES AND SCHOOLS has many member schools which offer general work or service, and funded scholarships to eligible students, subject to the controls of the Association. Some member schools also offer work-study programs. For a list of approximately 800 AICS schools and for further information, please write to the Guidance Department, Association for Independent Colleges and Schools, One Dupont Circle, NW, Suite 360, Washington, DC 20036.

THE CIC MINORITIES FELLOWSHIPS PROGRAM IN THE HUMANITIES. CIC Minorities Fellowships Program, Kirkwood Hall 111, Indiana University, Bloomington, IN 47405.

The Committee on Institutional Cooperation (CIC) has established a fellowship program designed to increase the representation of various minority groups among Ph.D. degree recipients.

COUNCIL FOR OPPORTUNITY IN GRADUATE MANAGEMENT EDUCATION-COGME. COGME, 675 Massachusetts Avenue, Cambridge, Massachusetts, 02139.

COGME Fellowships are for Afro-Americans, American Indians, Asian Americans, and Hispanic Americans to enable them to engage in graduate study leading to master's degrees in management.

FINANCIAL AID FOR MINORITY STUDENTS IN ALLIED HEALTH CARE. by Lois S. Cofield and Ruth N. Swann, 1980. Garrett Park Press. Garrett Park, MD 20896. $3 per copy.

FINANCIAL AID FOR MINORITY STUDENTS IN BUSINESS, by Howard F. Wehrle, III and Ruth N. Swann, 1980. Garrett Park Press, Garrett Park, MD 20896. $3 per copy.

FINANCIAL AID FOR MINORITY STUDENTS IN EDUCATION, by Mary T. Christian and Ruth N. Swann, 1980. Garrett Park Press, Garrett Park, MD 20896. $3 per copy.

FINANCIAL AID FOR MINORITY STUDENTS IN LAW, by Novelle J. Dickerson and Ruth N. Swann, 1980. Garrett Park Press, Garrett Park, MD 20896. $3 per copy.

FINANCIAL AID FOR MINORITY STUDENTS IN MASS COMMUNICATIONS/ JOURNALISM, by Leslie L. Lawson and Ruth N. Swann, 1980. Garrett Park Press, Garrett Park, MD 20896. $3 per copy.

GRADUATE ENGINEERING FOR MINORITIES (GEM). Howard G. Adams, Executive Director, National Consortium for Graduate Degrees for Minorities in Engineering, P.O. Box 537, Notre Dame, IN 46556.

The National Consortium for Graduate Degrees for Minorities in Engineering, Inc., presently consists of 50 engineering colleges and 53 industrial and governmental laboratories. Formed in 1976 to encourage minority students to consider advanced study in engineering, the Consortium offers financial support and practical laboratory work experience to American Indians, Black Americans, Mexican Americans, and Puerto Ricans.

GRADUATE AND PROFESSIONAL OPPORTUNITIES PROGRAM. Mr. Charles H. Miller, Office of Postsecondary Education, U.S. Department of Education, Room 3514, ROB-3, 400 Maryland Avenue, SW, Washington, DC 20202.

HATTIE M. STRONG FOUNDATION. Student loan fund. Students must be within one year of their final degree from college or graduate school; must be U.S. or naturalized citizens. Fields unrestricted. Books open each year from January 1 to March 31 for applications covering the scholastic year beginning the following September. Write to Hattie M. Strong Foundation, 409 Cafritz Building, 1625 Eye Street, NW, Washington, DC 20006.

NATIONAL HISPANIC SCHOLARSHIP FUND. National Hispanic Scholarship Fund, P.O. Box 748, San Francisco, CA 94101.

The National Hispanic Scholarship Fund provides scholarships for graduate and undergraduate students of Hispanic background. These students come from Mexican-American, Puerto Rican, Cuban, Carribean, Central American, and South American heritages and attend college in one of the 50 states. The application period is August 5 to October 5 of each calander year.

COUNCIL ON LEGAL EDUCATION OPPORTUNITY (CLEO). This is a six-week summer institute to prepare minority college students for Law School. Application deadline each year is March 1. Write to Council on Legal Education Opportunity, 1800 M Street, NW, Suite 290, North Lobby, Washington, DC 20036. (202) 785-4840.

NATIONAL MERIT SCHOLARSHIP PROGRAM. National Merit Scholarship Corporation, One American Plaza, Evanston, IL 60201.

Scholarships are awarded to American students who plan to earn a bachelor's degree. The Preliminary Scholastic Aptitute Test must be taken no later than the 11th grade.

Approximately 1,000 non-renewable awards are made per year in the amount of $1,000; approximately 1,500 4-year corporate-sponsored scholarships are made per year ranging from $250-$4,000; and 4-year college-sponsored scholarships are offered in the amount of $2,000.

Eligibility is based on review of submitted application, transcript, recommendations, and essay. The suggested deadline and test date is late October.

NATIONAL SCIENCE FOUNDATION MINORITY GRADUATE FELLOWSHIPS. The Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418.

OPPORTUNITIES OVERSEAS. Agency for International Development, International Development Intern Program, Recruitment Division, M/PM/R. Washington, DC 20523. FREE!

THE U.S. DEPARTMENT OF EDUCATION OFFERS FIVE MAJOR STUDENT FINANCIAL AID PROGRAMS: Pell Grants; Supplemental Educational Opportunity Grants (SEOG); College Work-Study (CWS); National Direct Student Loans (NDSL); and Guaranteed Student Loans (GSL)/PLUS Loans.

Grants are awards that you do not have to pay back. Work-Study gives you the chance to work and earn the money you need. Loans are boorowed money that you must repay with interest.

Undergraduates may receive aid from all three types of programs. Graduate students may apply for any program except Pell Grants and Supplemental Educational Opportunity Grants.

Not all schools take part in all the programs. To find out which ones are available at a school, contact the school's financial aid office.

UNITED STATES SENATE YOUTH PROGRAMS. U.S. Senate Youth Program, Program Director, 690 Market Street, San Francisco, CA 94104.

Over 100 scholarships valued at $2,000 are offered to high school juniors and seniors who are student government officers with demonstrated leadership capabilities. Delegates for awards are determined by a standardized test on the American government system.

POSTDOCTORAL FELLOWSHIPS FOR MINORITIES. Supported by the Ford Foundation and administered by the National Research Council. Write to Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, DC 20418.

ROCKEFELLER FOUNDATION RESEARCH FELLOWSHIP PROGRAM FOR MINORITY-GROUP SCHOLARS. Write to Research Fellowship Program for Minority-Group Scholars, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.

SCHOLASTIC WRITING AWARDS. Scholastic Writing Awards, Scholastic, Inc., 730 Broadway, New York, NY 10003.

Scholarships are offered to U.S. high school students under 20 years of age who have demonstrated ability to write short stories, poetry, essays, humor, script for radio, T.V., film or one-act plays, not exceeding 30 minutes.

Awards range from $10 to $1,500 and the deadline for receipt of applications is January of each year.

Taken from: Lulac Regional News, Vol 2(2), March, 1987.

Evaluation

1. Do you feel this presentation will help you to provide more effective career counseling or career education for students with limited English proficiency?

__ Yes
__ No
__ Maybe

2. Do you believe specific group or individual career counseling or career education programs should be developed for students with limited English proficiency in your school?

__ Yes
__ No
__ Maybe

3. What else would you like to know about this topic?

4. How might this presentation have been improved?